Utah Program Improvement Planning System (UPIPS) EXECUTIVE SUMMARY OF REPORT RICH SCHOOL DISTRICT July 6, 2006

The attached report contains the results of the first two phases (Self-Assessment Process and On-Site Validation Visit) of the Utah Special Education Program Improvement Planning System (UPIPS). This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The first phase of this process included the completion of the Self-Assessment and the development of a Program Improvement Plan. The second phase, On-Site Validation, conducted in Rich School District on February 21-22, 2006, included student record reviews, interviews with school administrators, related service professionals, teachers, parents, and students. Parent surveys were also mailed to a small sample of parents. Information from these data sources was shared in an exit meeting attended by staff from Rich School District and members of the Steering Committee.

This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDEA, and recommendations for improvement in each of the core IDEA areas.

Areas of Strength

The validation team found the following:

General Supervision

- Rich School District has great support from the principals and the superintendent for the special education programs.
- The Special Education Director has the appropriate endorsements to provide direction to the program, where needed.
- The teachers are all fully licensed and endorsed to provide the needed special education services to the students.
- There are adequate numbers of paraprofessionals to provide additional support for students with disabilities.
- Teaches are provided with the opportunities to attend state trainings and conferences each year to update and learn new skills.
- Specialized instruction is often supported by paraprofessionals in both the general education and special education classroom.
- General education and special education personnel collaborate frequently within each school.
- Small class sizes throughout the district.
- IEP Pro is consistently implemented and utilized for all IEPs.
- Strong administrative support at both the school and district level.
- Special education teachers have recently been provided with new curriculum and supplies.
- Files are maintained in locked cabinets with records of access and posted access authorizations.
- Most school staff and other students display positive attitudes towards students with disabilities.
- Special education teachers attend the Utah Special Education Law Conference annually.

Parent Involvement

- Parents of students with disabilities are very supportive of the schools and attend IEPs and parent conferences regularly.
- Parents are regular visitors to the school and check in with the special education teachers regarding their students frequently.
- Parents attend field trips and special school activities.
- Parents reported receiving copies of IEPs and Evaluation Summary Reports. File reviews corroborated documentation of both to parents.
- Parents report that school special education staff look out for their student's best interests and are responsive to their needs.

- Parents feel that all services on their student's IEP have been provided and that they are regularly informed of their progress on their IEP goals.
- Parents stated that they receive and understand their Procedural Safeguards.
- Parents regularly volunteer for school activities.
- Files contained signed consent forms for placement and evaluation.

Free Appropriate Public Education in the Least Restrictive Environment

- Rich School District serves all students in the regular classroom as much as possible.
- Students with severe disabilities are included with their nondisabled peers throughout the school day, whenever their individualized education plans (IEP) can be delivered in the mainstream setting.
- Students with disabilities observed in general education classrooms received accommodations such as a speller and teacher proximity.
- Students reported knowing what an IEP was and attend.
- Required team members attended IEP and eligibility meetings and signed forms documenting their attendance.
- Rich School District provides after school tutoring and summer classes for all students.
- General education teachers are provided with a written copy of classroom and U-PASS accommodations for each eligible student.
- Special education preschool program utilizes resources within the community to provide a least restrictive environment (LRE).
- IEPs were current, revised annually, and included in files.
- Students with disabilities are making progress on U-PASS testing and gaining on their peers without disabilities.

Transitions

- Bridgerland Applied Technology is located three miles from the high school, giving students the opportunity to attend and receive vocational training.
- Rich School District provides transportation to and from the technology center from the high school throughout the day for students.
- Students of transition age have transition plans included in their IEPs.
- During transition from Early Childhood to school programs, the agencies work together to provide smooth transitions and to ensure that students are served according to their needs.
- 3 to 3 files were completed by the student's 3rd birthday.
- 3 to 3 transition documentation was included in special education files.
- IFSPs were included in files.
- There was evidence of a relationship with Part C included in files and during interviews with personnel.
- Addition of a kitchen in a special education classroom assisted in the instruction of life skills.
- Student instruction provided using alternative communication/pictures (REBUS).
- Collaboration with Bridgerland Applied Technology Center aides in student transition planning.

Disproportionality

- Special education ethnicity rates are comparable to school district enrollment.
- Rich School District reported 0 suspensions/expulsions for longer than 10 days during the 2004-2005 school year.

Areas of Systemic Noncompliance*

- ✓ Copies to parents of Review of Existing Evaluation Data form not documented due to missing form or no documentation that copy was given.
- ✓ Notice of Meetings for continuing Eligibility meeting were missing.
- ✓ Prior Written Notice of Eligibility, Reevaluation, maintaining placement, and change of placement were missing or not documented.
- ✓ Evaluation Procedures not followed: review of existing evaluation form was missing; Evaluation Summary Report was missing or did not include data; variety of assessment tools and strategies were not used to gather relevant functional information in determining continuing eligibility.
- ✓ Evaluation Procedures for SLD classification did not include: the preparation of an evaluation summary report that includes the relevant behavior noted during the observation; the preparation of an evaluation summary report

that includes the description of the instructional environment in which the observation took place; a confirmation of each identified deficit by at least 2 measures of achievement.

- ✓ IEP: PLAAFP statements did not include baseline or current data; did not document the participation of the transition age student; did not include specific special education services; did not address communication as a special factor.
- ✓ Timelines for Reevaluation were exceeded or unable to be determined due to missing forms.

^{*}These areas represent items where the visiting team could not locate appropriate documentation of requirements of IDEA 2004 and Utah State Special Education Rules in student records or other data sources.